Niveau(x) d'enseignement: 4 Numéro EDUQ : 8270241
Centre d'intéret: 59

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Patton, Gregory D.

Developing student discipline models for vocational classroom usage : a theorical basis / by Gregory D. Patton. -- Montréal : Université McGill, 1981.
iv, 85 f. ; 28 cm.

"A PPMEP funded research project". Bibliographie: f. 76-78.

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Cote Dewey: 371.1'024/P322d Cote LC: LB/3012

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Descripteur(s): *Discipline *Enseignement professionnel *Formation professionnelle *Comportement de l'enseignant *Formation des enseignants *Comportement de l'étudiant *Secondaire (Niveau)

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Rapport d'une recherche qui avait pour but d'établir une base théorique en vue de développer un modèle de discipline qui puisse être utilisé par des enseignants de formation professionnelle au niveau secondaire. La recherche portait sur: 1. l'identification des problèmes expérimentés par les enseignants de formation professionnelle pour assurer la discipline en classe; 2. l'identification des causes courantes des problèmes de discipline en classe; 3. l'identification des techniques et des principes utilisés par d'autres enseignants pour assurer ou rétablir la discipline; 4. l'analyse et la synthèse des principes de diverses techniques disciplinaires afin de les incorporer dans un programme destiné aux enseignants.

Un questionnaire (reproduit en annexe) a été soumis à 38 enseignants qui suivaient des cours de perfectionnement; au total, 35 d'entre eux, qui donnaient des cours reliés au commerce et à l'industrie, ont répondu. Une revue de la littérature a été menée à l'aide des descripteurs du thésaurus d'ERIC.

L'auteur recommande: 1. d'expérimenter un modèle qui repose sur l'utilisation d'un conseiller ou d'un moniteur; 2. de mettre au point un plan bien organisé en vue de diagnostiquer les problèmes de discipline en classe; 3. que des séminaires soient tenus en vue de traiter des techniques de motivation, de la résolution des conflits, du contrôle des comportements et de l'organisation et de la planification des cours.

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Type de document: r
Région(s) administrative(s): 063
Financement: Bénéficiaire - Université McGill
Organisme(s) source(s) - MEQ - DGES
Programme(s) de subvention - PPMEP
Auteur de l'analyse: jr

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E D U Q 8270241

# *Developing Student Discipline Models for Vocational Classroom Usage: a Theoretical Basis*

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McGILL UNIVERSITY

1981

E D U Q 8270241

# DEVELOPING STUDENT DISCIPLINE MODELS FOR VOCATIONAL CLASSROOM USAGE: A THEORETICAL BASIS

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A PPMEP Funded Research Project
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Ministrè de l'Education
Gouvernement du Québec

October 1981
Montreal, Quebec

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# PART I

## INTRODUCTION

Teachers experiencing difficulty with classroom discipline often seek "cookbook remedies" for their problems. Unfortunately, these same remedies are too often found to be ineffective when applied to specific situations. Such a dilemma raises many questions, and doubts, about what will and won't work in resolving classroom discipline problems.

### Overview of the Study

The following document reports the findings of a study primarily intended to establish a theoretical basis for the development of a classroom discipline model, or models, which could be used by secondary vocational teachers. However, the study proceeded on the premise that "cookbook remedies" do not work. This is based on the following postulates: 1) that "cookbook remedies" neglect the unique personalities, behavior, and routine of individual teachers, 2) that they neglect the unique group personality of specific classes and the personalities of individuals within each class, 3) that they do not and can not account for the unique types of interpersonal and group dynamics experienced between a teacher and his or her class, 4) that they are often written by individuals who can enjoy the luxury of being objective about discipline problems (e.g., non classroom-teachers, or classroom teachers with dissimilar backgrounds or situations to those seeking help), while those

attempting to apply their suggestions are typically teachers experiencing difficulty, involved personally with the problem, and who are, indeed, more subjective about the situation.

Consequently, the study sought to identify strategies and theories that might be used to develop a structural model, rather than a "cookbook" model, from which unique individualized discipline models could ultimately be designed and developed for specific teachers and for their unique situations.

In spite of the study's relative narrowness in scope, in that it is related to vocational teaching only, many of the principles noted in this report can be generalized to other secondary teaching areas.

The study utilized information found in journal and text materials from various subject areas. It also utilized information from a conducted survey of a select group of practicing secondary vocational teachers, and from studies conducted by other vocational education researchers. These data were analyzed, and then compiled into various categories on the basis of research topic areas. Finally, the thoughts and ideas contained in each category were amalgamated to form the basis of a theoretical model which would exemplify the underlying principles gleaned from each source.

Purpose of the Study

This study was conducted as a preliminary step to respond to the requests of numerous local vocational teachers that the university provide in-service instruction, and, or other types, in classroom management and classroom disciplining techniques. Therefore, the specific purpose of this study was to:

1. identify the actual problems experienced by vocational teachers in maintaining classroom discipline,
2. identify the typical causes of discipline problems in vocational classrooms,
3. identify techniques, and the principles thereof, used by other teachers in maintaining or rectifying classroom discipline problems,
4. analyze and synthesize the underlying principles of various disciplinary techniques in order to incorporate them into a structural framework which could be used as the basis of related instruction which might be formally provided to vocational teachers.

The study was directly guided by the following research questions:

1. What specific problems do vocational teachers, in Quebec anglophone secondary schools, have in common with respect to classroom discipline?

2. What factors do vocational teachers feel contribute to, or cause, discipline problems in the classroom?
3. What specific kinds of support do vocational teachers expect or desire from the university, school administration, and parents in helping to rectify discipline problems?
4. What are the basic psychological or sociological principles underlying discipline strategies that have been attempted or tested by others?
5. What types of teacher skills, and, or traits are felt necessary or important for providing good classroom discipline?

The study was not designed to be experimental research but rather descriptive; consequently, statistical treatments were not anticipated. However, in order to make certain inferences about the differences or similarities that existed between classroom teachers and the authors of documents used in this study, it was necessary to render one hypothesis for testing.

It was hypothesized that: *secondary vocational teachers differ greatly from individuals who typically provide solutions to discipline problems written in the literature. And, would thus find solutions provided in the literature inappropriate or incomprehensible due to differences in their frames of reference.* The hypothesis

was rendered in its null form and tested. This was based upon the assumption that authors of journal articles, text material, research reports, and other resources gleaned in this study, all come from the same population, whereas secondary teachers do not.

## Rationale

The decision to conduct a preliminary study and to develop a model prior to going ahead and planning in-service seminars on classroom discipline was prompted by two concerns. First, descriptions provided by teachers about the problems they experienced in classroom discipline were of such a wide range that it was difficult to imagine which topics would be addressed in the seminars. And two, there seemed to be so many possible solutions to any one of the problems described, some even being contradictory to others, that it became apparent that the task, and even the request, was much more complex than had been initially perceived.

Furthermore, it became apparent that many of the problems described by teachers were not really problems themselves, but rather more like symptoms of problems. Consequently, an effort was made to categorize the described problems into two groups: "actual problems," and "symptoms of problems." After only a short period of going through the routine, it became obvious that not enough was known about the topic to

accurately categorize, or even decode, the descriptions provided.

Needless to say, part of the problem was this researcher's inability to grasp the complete meaning within each description, the undescribed feelings accompanying each reply, and the extent to which the behavioral problems being described might be the teacher's and not the student's.

But, also part of the problem was the inability of some teachers to pin-point their disciplinary problems. Many provided statements that described observable characteristics of student behavior, but at the same time could not describe how that behavior qualified as misbehavior. In many cases it was obvious that student-teacher conflict was the primary issue. On the other hand, some teachers could describe their problems in great detail and could also describe the variables that prevailed.

Because of the wide-range and varying qualities of descriptions provided, the possibility that many latent problems had not been identified, and the ambiguity involved in selecting appropriate solutions for specific discipline problems, this study was deemed necessary in order to establish a basis for any instruction that might be provided at a later time.

Description of Teachers Surveyed

Thirty-five (35), male, technical-vocational (trade and industrial) high school teachers were surveyed. All, but five (5), were employed as teachers in Quebec, predominately in anglophone schools. The group varied in age, industrial work experience, teaching experience and in educational background, all being demographic factors seen as influential in the way one might approach or perceive discipline in the classroom.

The group ranged in age from roughly 22 to over 56. Fourteen (14) of the thirty-five ranged from 41 to 55 years old. Eleven (11) ranged from 30 to 40 years old. Five (5) ranged from 22 to 29; and, only two (2) were over 56. Three (3) respondents failed to note age range.

The amount of industrial work experience also varied within the group. All presumably had some industrial work experience since it is a basic requirement for teacher certification, which is a prerequisite for taking post-certification courses, in which all were enrolled. Nevertheless, six (6) did not indicate an amount. However, of those who did, fifteen (15) had 11 or more years experience; eleven (11) had 3 to 10 years experience; and, three (3) had 2 or less.

Teaching experience within the group ranged from less than 2 years to over 11. The largest group (16) had between

3 to 10 years experience, while twelve (12) had 11 or more years of teaching experience. Only four (4) reported having 2 or less years experience; and, three (3) did not respond.

The last factor identified was academic background. The largest number (13) had vocational teacher's certificates only. However, twelve (12) held baccalaureates, of one form or another; and four (4) held masters. Two (2) did not respond.

## Research Procedures

Steps taken in this research were not exhaustive. An initial manual search of the literature presented numerous documents on the topic, some obviously valuable and others more obscure. Consequently, the study was limited to narrower terms relating more specifically to discipline issues in vocational education. References cited in those vocational education documents searched, many being of a general education nature, were also examined. The initial search of literature, therefore, served to limit the scope of subsequent searches and to help limit the scope of the study.

A set of interview questions were drafted, based on initial research questions, and then composed into a preliminary interview format which was to be administered by

telephone. Instead, a select group of thirty-five vocational teachers enrolled in post-certification courses at McGill were informally interviewed in-person. Their responses were used as a basis for identifying a range of problem areas and other questions that might be asked to others in a subsequent questionnaire.

A further search of the literature was conducted, both manually and by computer. Through the manual search, textbook and other general education (non-vocational) materials were identified. Key terms for a computer search were also identified.

The Educational Resources Information Center (ERIC) Thesaurus of Key Terms was manually searched to identify specific terminology used by the system. The following key terms were identified: 1) Classroom Techniques, 2) Discipline Problems, 3) Behavior Problems, 4) Discipline, 5) Contingency Management, 6) Motivation Techniques, and 7) Vocational Education, 8) Industrial Arts, and 9) Business Education, and the last three in the form of "Teachers."

The ERIC computer search was conducted using the forementioned terms in cross-reference. The search generated 13 different titles, being limited only by the key terms and a restriction to secondary materials only.

Data gleaned from these resources were used to aid in the development of a questionnaire.

A questionnaire was developed comprising of three main sections (See Appendix A). Section I posed five open-ended questions related to the identification of discipline problems experienced by teachers. Section II presented a list of motivational and discipline factors for teachers to rate. And, Section III requested teachers to provide demographic data.

Prior to the administration of the questionnaire, the research proposal was presented, with supporting documentation, to the Faculty of Education, Research Ethics Committee. Research methodology was scrutinized to determine if the privacy and confidentiality of prospective participants had been considered and assured.

One revision was required in the study's methodology prior to Faculty approval. In a roundabout way, the original design requested teachers to admit to having discipline problems by listing their own. Upon revision of the wording of the related question the study received approval. A copy of the certificate of approval can be found in Appendix B.

Two post-certification courses were selected as the source for acquiring teacher participants. The two courses were selected because of the similarities and diversities, in backgrounds and teaching situations, of teachers enrolled.

The two courses had a combined enrollment of 46 students, of which, seven foreign students were considered ineligible for participation in the survey, and one student was enrolled in both courses. After revisions were made in the total count of eligible students, 38 remained.

All but three, of the 38 requested, completed the questionnaire. Consequently, the questionnaire was administered to 35 vocational teachers.

Data analysis was done in four phases. First, data gleaned from the literature was analyzed and catagorized by areas relating to individual research questions. Second, Parts I and III of the questionnaire survey were tabulated and categorized as was the literature. Third, the ratings given to the motivational and discipline factors of Part II of the questionnaire were tabulated and rank ordered. And last, the rank order of factors, as generated by teachers, was correlated with those of a group of experts done in another study.

Analysis of the thirty-six motivational and discipline factors was the only analytical process that used statistical treatments. That process was conducted as follows. The factors were assigned the rating scale: "Very Important," "Important," and "Less Important," respectively corresponding to the numerical values 1, 2, and 3. The average of each factor was determined and then rank ordered from the

lowest score, rank 1, to the highest, rank 36. These ranks were later compared with the ranks of experts who had also rated the factors in another study conducted at the Kansas State University[1].

A test of statistical significance was run, using the Kendall Rank Correlation Coefficient. It was used to determine if the two groups, the group of secondary vocational teachers and the group of experts, who both had rated the same factors, were of the same population. This was done by determining the Kendall correlation between the rank orders of both groups.

Summary

To summarize this section of the report; again, the purpose of this study was not to identify or create a list of "cookbook remedies" for resolving classroom discipline problems. Rather, the study sought to identify strategies and theories that might be used to develop a structural model, from which unique individualized discipline models could ultimately be designed and developed for specific teachers and their unique teaching situations.

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[1]William G. Ward, Motivation and Discipline in the Vocational Classroom: A Delphi Approach (U.S. Educational Resources Information Center, ERIC Document ED 193 833, 1980)

In the following section of this report, data are presented that describe some "cookbook remedies," as well as theoretical constructs, and descriptive information about teachers, students, and the process of disciplining. But, these data served only as an aid in providing substance for the model that is presented in Part III of this report.

PART II

FINDINGS

It is not to be totally denied that some "cookbook remedies" do work for some, sometimes. But, what should be observed, at the same time, are some considerations such as the teacher's mental and emotional state during crisis situations, the type of problems the teacher actually experiences, the magnitude of the problem or problems, the type of students the teacher has to deal with, the support or lack of support a teacher receives from the school and parents, and so. This wide range of circumstances should be examined before judgement is given to the benefits of a remedy that seems to work or not work. Perhaps, after such an examination, more accurate or better judgements can be made about what will or will not work for an individual.

This part of the repo. will describe some of the "cookbook remedies" that have reportedly worked for some, and will describe some factors that have been identified as pertinent when considering the merits of a particular technique prior to its selection and implementation.

## A Definition of Discipline

Discipline is perhaps perceived by most as it is defined in the dictionary. As a concept, it is control gained by enforcing obedience or order; orderly or

prescribed conduct or pattern of behavior; punishment. as a verb, it is the process of punishing or penalizing for the sake of controlled obedience; the process of bringing one under control; the process of imposing order upon another. Through either of these definitions, it is suggested that discipline is something done by someone (the teacher) to someone else (the student).

On the other hand, Bowd, through his examination of several definitions from sources other than the dictionary, defined discipline in a three-way fashion.[1] He sees discipline from the focal point of: 1) The Teacher, 2) The Pupil, and 3) The Activity.

The teacher's role, as it pertains to discipline, is one of "power" and "control." The definitions from which Bowd extracts the "power" and "control" concepts tend to be very consistent with the dictionary definitions stated previously.

The pupil's role is one of "self fulfillment" and "self-control." What this means is that students find discipline when they learn what they want to learn, and reach new levels of sensitivity about themselves and others. And also, it means regulating ones own actions or behavior realistically for a particular [classroom] situation.

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[1]Alan Bowd, Quiet Please! (Toronto: Gage Publishing Ltd, 1982), p. 3-6.

"The Activity," in Bowd's definition, refers to "effective structure"--having instructional strategies that run smoothly, to "approved behavior"--having an identified group of acceptable behaviors available to students, and to "good behavior"--having a system whereby students learn right from wrong.

Bowd feels that a definition of discipline must include all three dimensions, and that authority, self direction, and behavior are not independent.

Therefore, through either of the definitions presented, it is suggested that control, whether imposed by another or self imposed, is considered a key element or concern of discipline.

## Typical Problems of Discipline

In a study, conducted in the State of Florida, of 79 first year secondary vocational teachers, seven general problem areas in discipline were identified as being frequently encountered or perceived as critical.[2] Riley listed the following problem areas: 1) Class Assignment, 2) Disruptive

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[2]Marcia Riley, Identification and Validation of Critical Incidents in Classroom Discipline and Their Solutions as Reported by First Year Vocational Teachers in the State of Florida (U.S. Educational Resources Information Center, ERIC Document ED 193 448, December, 1979)

Personal Habits, 3) Equipment Safety, 4) Interpersonal Conflict, 5) Mainstreaming of Slow Learners, 6) Mischievious Actions, and 7) Racial Misunderstanding. Despite the general, and somewhat ambiguous nature of many of the problems, this list is not atypical.

Numerous journal articles cited interpersonal conflict between students and teachers, students and students, mischievious actions, and disruptive behavior as the typical disciplinary problems.

In the preliminary interview survey conducted for this study, teachers frequently noted agressive behavior and teacher-student conflict as problem areas.

The results of the questionnaire survey conducted for this study yielded the following information (See Table 1).

On the basis of frequency alone, student inattentativeness was most often cited as a discipline problem; 37% of the group of 35 responded in this manner.

The lack of student responsibility, excessive talking, and student agression toward teachers was noted next in frequency; 34% responded as such.

Several observable behaviors were listed for the lack of student responsibility category as the actual problem. That list included, by frequency, the following concerns (See Table 2): tardiness (3), poor attendance (2), fails to bring necessary school supplies (2), generally lacks

TABLE 1

DISCIPLINARY PROBLEMS CITED BY
LOCAL VOCATIONAL TEACHERS
(N=35)

| Problem | No. Initiating Response | Percent |
|---|---|---|
| Students won't pay attention. | 13 | 37 |
| Students lack responsibility. | 12 | 34 |
| Students make too much noise or talk too much. | 12 | 34 |
| Students are agressive toward the teacher and reject authority. | 12 | 34 |
| Students argue too much, are agressive and brutal toward one another. | 10 | 29 |
| Students steal or destroy property (equipment). | 7 | 20 |
| Students disrupt class by horseplaying. | 5 | 14 |
| Students act immature. | 3 | 8 |
| Students create no problems. | 3 | 8 |
| Students are apathetic. | 2 | 6 |
| Students have academic problems. | 2 | 6 |

responsibility (2), leaves tools lying about (1), will not do home work (1), and will not serve detentions (1).

Student agression toward one another followed the other categories. In this category, teachers listed several

TABLE 2

SPECIFIC PROBLEMS RELATING TO
STUDENT IRRESPONSIBILITY
(N=12)

| Problem | No. Initiating Response | Percent |
|---|---|---|
| Tardiness | 3 | 25 |
| Fails to bring necessary school supplies | 2 | 17 |
| Poor attendance | 2 | 17 |
| Generally lacks responsibility | 2 | 17 |
| Leaves tools lying around | 1 | 8 |
| Will not do homework | 1 | 8 |
| will not serve detentions | 1 | 8 |

indicative behaviors of student agression including arguing, pushing and shoving, and swearing at one another.

Some teachers, earlier during the interview survey, mentioned that they had noted an increase in student vandalism of school property. Yet stealing and property destruction was noted by only 20% of those responding.

Horseplaying as a problem was noted by only five teachers. This common adolescent behavior might have been anticipated to be of greater concern.

The last four problem areas noted by teachers appeared to be less problematic but more symptomatic. Some teachers felt that a disciplinary problem was that students acted immature, that students were apathetic, that students had academic problems, and some felt they had no disciplinary problems.

Disciplinary problems identified from the various sources used in this study showed reasonable similarity from source to source. But many of the problems that have been identified as problems of discipline or problems of student misbehavior have instead been labelled by Thomas Gordon as "coping mechanisms."[3]

Gordon feels that many of the negative observable behaviors that individuals (students) show are often reactionary behaviors toward control imposed upon them by authority figures to whom some allegiance is, or should be, felt. He describes rebellious and retaliating behaviors, lying, cheating, fighting back, defiance, bullying, tardiness, daydreaming, and other outward expressions of negative behavior as ways people cope with their negative feelings created by an authority figure who imposes certain controls over them.

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[3]Thomas Gordon, Teacher Effectiveness Training, (New York: Wyden Publishers, 1974) p.199

The various negative behaviors identified by Gordon as "coping mechanisms" and the "disciplinary problems" identified in other sources are quite similar. Yet these problems are not perceived by Gordon as the real problems. For each of the various types of observable behaviors, or "coping mechanisms," listed by Gordon, he has identified what he feels are the real problems. The data in Table 3 shows the relationship of "coping mechanisms" or "disciplinary problems" to what might be considered the actual problems of discipline.

Consequently, "coping mechanisms" or "disciplinary problems" might be more appropriately perceived as symptoms of discipline problems rather than as actual problems themselves which tend to be more innate in nature and less observable.

Gordon's theory is based on the following premise. He contends that in almost all conflict situations, most teachers and some students see the process of resolving conflicts as a win-lose situation, where either the teacher wins and the student loses, or the student wins and the teacher loses. He sees such a win-lose orientation as the root of many discipline problems, both in and out of the classroom.

Gordon identifies two methods of conflict resolution that he feels often contribute to the creation of discipline

TABLE 3

COPING MECHANISMS AND THEIR TYPICALLY
RELATED UNDERLYING PROBLEMS*

| Coping Mechanism(s) | Underlying Problem(s) |
|---|---|
| Rebelling, Resisting, Defying, doing just the opposite of what one is told to do. | Personal freedoms are being threatened by "power" figure. |
| Retaliating, revenge | Being dominated by someone in power who is depended on for gratification. |
| Lying, Sneaking, Hiding one's feelings | Being subjected to or the possibility of punishment by a power figure who will disapprove your actions or thoughts. |
| Cheating, Copying, Plagiarizing | Being subject to punishment, disgrace or rebuke by an authority figure for failing to succeed. |
| Blaming others, Tattling | Being subjected to a competitive situation in which winners are rewarded and losers are punished. |
| Bossing, Bullying, Pushing others around | Transfering the affects of being bossed, bullied, or pushed around by others to someone of lesser power. |
| Needing to win, hating to lose | Avoidance response for looking bad in a situation where the authority figure places high value on a reward system for looking good and winning. |
| Organizing, Forming alliances | Ones personal strength to cope with power is not enough. |

TABLE 3 (Continued)

| Coping Mechanism(s) | Underlying Problem(s) |
|---|---|
| Submitting, Complying, Buckling under | Being fearful of punishment from an authority figure for not accepting his decisions and restrictions without a fuss. May overtly give-in but covertly resist. |
| Apple polishing | Has excessive need for recognition and acceptance from an authority or power figure and is willing to acquire it with the resentment of peers. |
| Conforming, Taking no risks, Trying nothing new | Has fear of punishment and a need for rewards from an authority figure. |
| Withdrawing, Dropping out, Fantasizing, Regressing, Daydreaming, Turning-off, Regressing to infantile behavior, Apathy, Passivity, Truancy, Drug Abuse, Depression, Solitary habits, School phobias | Inability to cope with authority figures and to earn rewards. |

* Based on Thomas Gordon's, Teacher Effectiveness Training, (New York: Wyden Publishers, 1974) pp. 201-209.

problems, and that are also too often used by many teachers in the classroom.

The first he calls "Method I." This approach is an authoritarian approach by which the teacher imposes a set of rules

and controls that encourage his or her winning in conflict situations. The second he calls "Method II." This approach is considered a permissive approach through which the teacher loses and the student wins in a conflict situation. In both the case of "Method I" and "Method II," the loser goes away from the conflict situation feeling competitive, wanting to win in subsequent situations; feeling stubborn and unwilling to cooperate in future situations; feeling inconsiderate of his victor's feelings, needs or wants; feeling disrespectful toward the winner; and mostly, feeling resentful and angry. Gordon also notes that the consequences of Methods I and II are, most noticably, coping mechanisms exhibited by the student in various types of misbehavior, or by the teacher, also in various forms of misbehavior or withdrawal.

Finally, disciplinary problems identified in this study varied greatly in an initial analysis. However, data suggest that while many of the initial descriptions differed greatly, the types of observable misbehaviors actually observed could be generalized to several categories. Also, through Gordon's work, further clarification was provided to help identify the types of problems that exist at a sub-conscious or sub-surface level that should be addressed in the resolution process.

## Causes of Disciplinary Problems

During the research process it was found that trying to identify a problem and trying to identify its cause can be two very distinct, but not exclusive, processes. Describing a problem often implies describing its observable indicators as well as its causes. Furthermore, in order to provide solutions to a problem, it is necessary that the full scope of the problem is recognized in order to provide the most complete solution possible. Marjorie Hipple's "Fifteen Humane Solutions" to classroom discipline problems is based on an assumption similar to the previous statement.[4] She assumes that it is preferable to identify causation in the guiding of child behavior rather than to try treating the behavior in isolation. As a result of these similar positions, the following causes of classroom discipline problems were identified to provide a broader scope of the problem and to provide a more relevant base for possible solutions.

In a study of school discipline problems, conducted in Alberta during 1975-1976, 9110 causes of poor school discipline were identified.[5] Of this number, 70% were attributed

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[4]Marjorie L. Hipple,"Classroom Discipline Problems? Fifteen Humane Solutions," Childhood Education, 54:4 (1978), 184.

[5]S.C.T. Clarke, School Discipline Study: A Summary and Overview. (Edmonton: Alberta Education, 1977)

to factors or conditions directly located in the school and 21% related to factors out of school. The most noteworthy causes identified in the study were: 1) student irresponsibility, 2) lack of respect for authority, and 3) poor attitudes. A lack of discipline in the home was also noted as a prominate cause.

Robert Di Giulio narrows much of the cause of disciplinary problems specifically to teachers themselves.[6] He feels that teachers either directly or indirectly cause problems of discipline by acting inappropriately in a given situation, or by failing to act when action is necessary.

In Marcia Riley's study of seventy-nine first year vocational teachers in Florida, she notes the following factors as causes: 1) an uneven [or inconsistent] and or poorly defined disciplinary process within the school, 2) an insensitivity of staff or administration to the cultural differences of students, 3) and uneven [or inconsistent] administrative handling of disciplinary process, and 4) the inability of curriculum to serve the needs of the students.[7]

A long-time researcher on the topic of school discipline, Simon Johnson finds several factors to be most predominate as causes of school discipline problems. However,

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[6]Robert Di Giulio, "The Guaranteed Behavior Improvement Plan," Teacher, 95:8 (April, 1978), 22.

[7]Marcia G. Riley, Identification and Validation of Critical Incidents in Classroom Discipline, (ERIC Document ED 193 448, December, 1979)

of those factors, he finds the following four to be most noteworthy: 1) the lack of effective leadership - primarily directed at school principals, 2) poor teacher organization - relating specifically to poor planning and management skills, 3) the lack of basic operational principles - pertaining to inadequate teacher skills in conflict management and inconsistencies of personal behavior, and 4) a failure to recognize characteristics of potentially disruptive students - which directly relates to the teacher's lack of skill in the use or application of behavioral psychology.[8]

The results of this study's survey of thirty-five local vocational teachers generated a list of causes very similar to those noted in the literature. The list was somewhat larger in scope than were some of the isolated citations mentioned previously, but was indeed less vigorous than was the Alberta study.

The fifty different causes identified through the survey fell basically into seven categories of factors: 1) Teacher Related factors, 2) Student Related factors, 3) Parent Related factors, 4) School Administration Related factors, 5) Home Life Related factors, 6) Culturally and Society Related factors, and 7) School and Classroom Facility Related factors. The thirty-five teachers surveyed in the study generated 69

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[8]Simon O. Johnson, "Better Discipline for Middle School Students," The Clearing House, 53:2 (February, 1978), 86-89.

individual responses, all of which are listed in Table 4. The categories are listed in order, from the greatest frequency of responses per category, to the least.

The data show that Teacher and Student Related factors appear most prominate as perceived causes of problems in discipline. While at the same time, other factors noted in other cited studies also appear through the survey.

What is not obvious in the presentation of data in Table 4 is that motivation is a primary factor being noted by teachers as an underlying issue. Approximately fifteen different factors addressed either the teacher's inability to motivate students or the student's lack of motivation as causes of classroom discipline problems.

In Gordon's explanation of "Authority Types," he also provides an explanation that might suggest why motivation is a problem in secondary classrooms.[9] He points out that many teachers, or perhaps even most, operate from an "authority base" which is based on either expertise or power. And, that teachers tend to function from that base in their approach to teaching. The teacher who speaks with authority tends to control or overpower his students with his wisdom, insight, expertise and experience. While the teacher who functions from a "power base" tends to control

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[9]Thomas Gordon, Teacher Effectiveness Training, (New York: Wyden Publishers, 1974) pp. 192-195.

TABLE 4

FACTORS CONSIDERED THE CAUSE
OF DISCIPLINARY PROBLEMS
IN THE CLASSROOM

| Type of Factor | Factor | Response Frequency |
|---|---|---|
| Teacher Related | 1. Teachers can not keep students busy nor hold their attention. | 4 |
| | 2. Teachers are unprepared and do only the minimum. | 3 |
| | 3. Teachers do not know how to motivate students. | 1 |
| | 4. Teachers lack control and understanding of their students. | 1 |
| | 5. Teachers are poor and inconsistent role models for students. | 1 |
| | 6. Teachers are too strict and use only traditional teaching methods. | 1 |
| | 7. Teachers have poor attitudes toward students. | 1 |
| | 8. Teachers have poor supervisory skills. | 1 |
| | 9. Teachers are incompetent in their teaching areas. | 1 |
| | 10. Teachers fail to give attention to all of their students. | 1 |
| | 11. Teachers are unable to utilize effective discipline measures. | 1 |
| | 12. Teachers have poor discipline procedures defined for problem students. | 1 |

TABLE 4 (Continued)

| Type of Factor | Factor | Response Frequency |
|---|---|---|
| Teacher Related (Continued) | 13. Teachers are unable to manage personality conflicts with students. | 1 |
| | 14. Teachers are unable to apply the psychology learned in teacher training. | 1 |
| | 15. Teachers lack a strict classroom. | 1 |
| | 16. Teachers plan lessons poorly. | 1 |
| | Total Response Frequency in Category: | 21 |
| Student Related | 17. Students lack motivation or interest in the course or trade. | 5 |
| | 18. Students are easily influenced negatively by peer group. | 3 |
| | 19. Low achieving students who lack abilities cause problems. | 2 |
| | 20. Students are hyperactive. | 2 |
| | 21. Students with learning and physical disabilities can not cope in a regular classroom setting. | 1 |
| | 22. Students lack an understanding of the importance and relevance of school to their futures. | 1 |
| | 23. Students have a lack of confidence to perform shop related work. | 1 |

TABLE 4 (Continued)

| Type of Factor | Factor | Response Frequency |
|---|---|---|
| Student Related (Continued) | 24. Students have personal problems outside of school that affect their behavior in school. | 1 |
| | 25. Students have a history of failure. | 1 |
| | 26. Students are socially immature. | 1 |
| | 27. Students who are absent often cause problems. | 1 |
| | 28. Students watch too much T.V. instead of doing self-motivating activities. | 1 |
| | 29. Students have inadequate diets and eat too much sugar. | 1 |
| | Total Response Frequency in Category: | 21 |
| Culturally or Society Related | 30. The difference in cultural backgrounds of teachers and many students. | 1 |
| | 31. Poor cultural backgrounds of some parents and families. | 1 |
| | 32. Our society places too much emphasis and value on possessing material goods. | 1 |
| | 33. Our society is indifferent and apathetic. | 1 |
| | 34. Media is irresponsible. | 1 |
| | 35. Poor values are supported by the media and T.V. | 1 |
| | Total Response Frequency in Category: | 6 |

TABLE 4 (Continued)

| Type of Factor | Factor | Response Frequency |
|---|---|---|
| Home Life Related | 36. Broken homes. | 2 |
| | 37. Poor student home life. | 1 |
| | 38. Lack of home training provided. | 1 |
| | 39. Poor living environments (poor nutrition, little guidance provided, too much independence given to kids). | 1 |
| | 39. Lack of discipline provided at home. | 1 |
| | Total Response Frequency in Category: | 6 |
| Parent Related | 40. Parents are indifferent and disinterested in their children. | 2 |
| | 41. Parents do not provide support and guidance to their children. | 2 |
| | 42. Parents allow their children to let out of school activities take priority over school responsibilities and activities. | 1 |
| | Total Response Frequency in Category: | 5 |
| School or Classroom Facility Related | 43. Poor seating arrangement possibilities in shop areas. | 2 |
| | 44. Lack of prescribed machines and equipment. | 2 |

TABLE 4 (Continued)

| Type of Factor | Factor | Response Frequency |
|---|---|---|
| Facility Related (Continued) | 45. Poor classroom atmosphere and color schemes. | 1 |
| | Total Response Frequency in Category: | 5 |
| School Administration Related | 46. School administration and Ministre of Education fail to support teachers in disciplining. | 1 |
| | 47. Administration grants students too many rights. | 1 |
| | 48. Administration is allowing teachers to lose their granted authority in the classroom. | 1 |
| | 49. Administration makes classes too large for shop-oriented courses. | 1 |
| | 50. Administration places students in in vocational courses against students' choices. | 1 |
| | Total Response Frequency in Category: | 5 |
| | TOTAL: | 69 |

students with his power to reward and punish. But Gordon also notes that as students grow older, wiser, and more experienced themselves, they learn the reality of their teacher's wisdom and the limits of his powers. This, in turn, tends to

diminish the effects of his power and authority over students. As students grow older and find they receive a greater degree of reward from activities outside of school and can meet more of their personal needs from activities outside of class, it becomes more difficult for secondary teachers to provide reward that interest or provide extrinsic motivation for students.

Many of the noted causes of disciplinary problems appear to suggest that students might perhaps be choosing options outside of school which do, in fact, provide them the rewards not found in the classroom. And also, the list of causes indicates that perhaps some teachers might already experience the phenomenon described by Gordon, in that they find they are unable to provide rewards in class that are competitive with those students are receiving from outside the class.

The interface of stated problems of discipline with the causes of disciplinary problems is apparent. The list of problems stated in the previous section of this report, the list of causes noted in this section, and the appearance of numerous factors on both lists, leads one to believe that, perhaps, there is no neat line of demarcation between the two. Gordon's list of "coping mechanisms" and the problems associated with each, might well be labelled "coping mechanisms" and " causes."

In summary, the various factors identified as causes of disciplinary problems, and the list of problems listed in the preceeding section, together identify a possible scope that is presumably more representative of the types of disciplinary problems perceived and experienced by local vocational teachers than were those conveyed initially in the interview pilot-test.

## Teacher Traits and Skills Related to One's Disciplining Ability

A study conducted at the University of Kansas by William G. Ward, using the Delphi Approach, identified and rank-ordered one hundred and thirty-three teacher related factors contributing to good discipline and motivation of students in vocational classes.[10]

One hundred and thirty participants were surveyed, of which one hundred were teacher educators, and thirty were vocational classroom teachers all from the United States.

Ward grouped and placed the factors into eleven unique categories by factor-type, and labelled the categories as follows:

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[10]William G. Ward, Motivation and Discipline in the Vocational Classroom: A Delphi Approach, (ERIC Document ED 124 770, 1975).

A. Motivational Factors

B. Discipline Factors

C. Student-Teacher Relationship Factors

D. Punishment Factors

E. Instructional Factors

F. Climate Factors

G. Planning Factors

H. Display and Field-trip Factors

I. Club Factors

J. Teacher Traits Factors

K. Curriculum Factors

All one hundred and thirty-three factors were gleaned for use in this study, but were subsequently reduced in number in accordance with the unique needs and purpose of this study. As a result, only the top 25%, or 36 factors, from Ward's study were used. This quantity was selected purely on an arbitrary basis.

The use of Ward's data was to serve three purposes. One was to provide a frame of reference for recognizing the traits of a good disciplinarian, a guide, so to speak, for knowing one when you see one. The second purpose was to serve as a content model for in-service training. And three was to serve as a relative standard for comparing the perceptions of the experts about disciplining,

to those of the teachers who would be treated in subsequent in-service workshops.

The distribution of the top 36 factors within the eleven categories of Ward's study are listed below in Table 5.

TABLE 5

CATEGORICAL DISTRIBUTION OF WARD'S TOP THIRTY-SIX MOTIVATIONAL AND DISCIPLINE FACTORS

| Factor | Rank |
|---|---|
| A. Motivational | |
| 1. Always tell students the purpose of lesson. | (16) |
| 2. Have resource people discuss new and emerging jobs and training that might be required. | (22) |
| 3. Set-up teaching objectives which exercise students' thinking, reasoning, judgement, and creativity abilities and potential. | (23) |
| 4. Have former students, who are successful, speak to the class. | (27) |
| 5. Challenge the students to meet industrial work standards. | (30.3) |
| 6. Have industry people speak early in the term on their expectations of employees. | (30.3) |
| B. Discipline | |
| 1. The teacher should be responsible for his own discipline. | (6) |
| 2. Keep students working at meaningful activities, no busy work. | (15) |

TABLE 5 (Continued)

| Factor | Rank |
|---|---|
| B. Discipline (Continued) | |
| 3. The more you treat the students as grown-ups, the more they will act like grown-ups. | (24.5) |
| 4. Start off firm stressing neatness, safety, and general discipline. Be consistent. | (30.3) |
| 5. Have basic rules and impress the students with the necessity for obeying rules in business and industry. | (33) |
| C. Student-Teacher Relationship | |
| 1. Be consistent and fair in grading, discipline, and work assignments. | (1) |
| 2. Be honest with students in all circumstances. | (2) |
| 3. Show concern for the student by having a sincere interest in his future. | (10) |
| 4. Make your expectations clear to students, do not threaten...follow through on expectations. | (13) |
| 5. Do not bluff your students. | (14) |
| 6. Be friendly, fair, firm, and fun with all students. | (18) |
| D. Punishment | |
| (None of the top thirty-six factors fell within this category.) | |

TABLE 5 (Continued)

| Factor | Rank |
|---|---|
| E. Instructional Tips | |
| 1. Always have the class organized and the lesson ready before you step into the room. | (11) |
| 2. Time instruction so it is meaningful and relevant. | (17) |
| 3. Provide the students with objectives which reveal what is expected of them in the course or program. | (20) |
| 4. Reveal in writing on the first day of class how grades are to be determined. | (25) |
| 5. Use problem solving methods of teaching. | (26) |
| 6. Conduct a program overview at the beginning so people will know the scope. | (32) |
| F. Climate | |
| 1. Approach all class activities with a positive attitude and show enthusiasm. | (5) |
| 2. Establish a positive, success based environment rather than a negative failure one. | (7) |
| 3. Demonstrate, by your enthusiasm, that the successful person is the one who enjoys his work. | (9) |
| 4. Improve the students' self-concepts by giving them as much responsibility as possible. | (21) |
| 5. Do not destroy the respect for certain job activities such as maintenance by using them as punishment. | (29) |

TABLE 5 (Continued)

| Factor | Rank |
|---|---|
| G. Planning | |
| 1. Plan courses for students' success not ease of teaching. | (8.5) |
| 2. Keep facilities and equipment organized, maintained, and clean. | (12) |
| 3. Use advisory committees in program planning. | (31) |
| H. Displays and Field Trips | |
| 1. Keep current list of job openings posted in strategic locations. | (28) |
| I. Clubs | |
| (None of the top thirty-six factors fell within this category.) | |
| J. Teacher Traits | |
| 1. Follow same rules expected of students. | (3) |
| 2. Set examples by displaying the traits you expect students to achieve. | (4) |
| 3. You must believe in the importance of each lesson you teach. | (8.5) |
| 4. Keep up to date on teaching techniques and technical changes by participating in workshops, seminars, and conferences. | (19) |

TABLE 5 (Continued)

| Factor | Rank |
|---|---|
| K. Curriculum Materials | |
| 1. Teach the students how to apply for jobs and assist seniors in setting-up interviews. | (24.5) |

The rank order listed in parenthesis to the right of each factor, was the relative rank of that factor in relationship to the other factors amongst Ward's one hundred and thirty-three.

Some of the factors listed in Ward's study may not have clear meaning to Canadian vocational educators, in general, or to Quebec vocational educators, in particular, due to differences in U.S. and Canadian terminology, and differences in vocational education structure in the U.S., Canada at large, and Quebec. However, the value of this study is not lost by such minor detail. The primary concepts are universal.

In the concluding part of this report, Ward's thirty-six factors will be presented again, however, this time in a rank order derived from rates given by thirty-five local

vocational teachers. Also, a comparative table is presented which shows the relationship of Ward's rank order, performed by a group of experts, to the rank order performed by the local group of teachers.

In summary, Ward's listing of motivational and discipline factors provides both a concrete and usuable source of characteristics which may be used, and provides a point of departure for subsequent study on the topic. And, as will be noted in the concluding part of this report, it also serves as a standard from which both diverging and converging thoughts on the topic can be referenced.

## Strategies and Techniques of Disciplining

Numerous journal articles address the topic of school and classroom discipline. A great number of these resources provide a large variety of helpful hints, personal antidotes, and remedies to relieve the pains of poor or troubled discipline. The "cookbook remedies" prescribed in many of the articles are sometime even accompanied with attestations to the greatness of the particular technique. But, the value of these remedies is not to be evaluated here, rather, the remedies or techniques are to presented objectively as solutions that have worked for some and that might possibly work for others.

One strategy that is used by some indirectly as a disciplinary approach is "Continguency Management."[11] Continguency Management is a contracting system through which students who successfully complete assigned tasks are rewarded with free time activity. The system is not considered a bribery technique because it rewards students for doing only those things, in a socially and academically acceptable manner, that they would have done anyway without a reward.

The system is directly used to motivate students and to promote the development of self management. In addition, the system provides some answers to motivation problems associated with the mildly retarded, slow learners, the learning disabled and "turned-off" students whose compensating behaviors might inhibit both their own learning and the learning of classmates.

Continguency Management can be used at any grade level, within any subject area, and relies solely on the provision of "meaningful rewards." It's basic underlying principle is operant conditioning and, therefore, relies very strongly on both strategic and consistent reinforcement. However, rewards are only used as reinforcement, punishment is prohibited.

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[11] Anne L. Langstaff and Cara B. Voumor, Continguency Management, (Columbus: Charles E. Merrill Publishers, 1975)

Suggestions provided by Ernest House, in Survival in in the Classroom, consider both remedial action by the teacher and actions by the school organization.[12]

House refers to a school committee, located at the school and/or school board level, who would have the responsibility of providing objective support to teachers in matters relating to classroom control and management. He suggests that such a committee should be formed to specifically: 1) generate ideas, 2) initiate and plan in-service and related activities, 3) oversee or monitor activities for subsequent revision, and 4) assist teachers and other groups in their quests for "self-preservation." The group would essentially function as an objective resource body to be used in the improvement of classroom control and management.

House also suggests specific methodologies as possible aids to teachers. He cites a twelve-point methodology from "Managing Surface Behavior of Children in School" by Nicholas Long, which includes the following suggestions:

1. Planned Ignoring: ignore acting-out behavior for a short period in hope that it will eventually extinguish itself.

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[12]Ernest R. House and Stephen D. Laphon, Survival in the Classroom, (Boston: Allyn and Bacon, 1978), pp. 54-60

2. Signal Interference: Employ non-verbal cues such as eye contact, hand gestures, or facial expression to intercede potential misbehavior.

3. Proximity Control: Utilize physical contact strategies, such as touching or standing next to a student, to express your concern for his misbehavior.

4. Interest Boosting: Inquire into students' feelings about their school work, about their interests, and about their progress.

5. Tension Release: Humor students to help ease stressful or tense situations.

6. Hurdle Lesson: Break lessons into smaller parts to help students better understand material.

7. Lesson Restructuring: Change the thrust of a lesson or assignment when it is necessary to relieve a situation that is not working out.

8. Support from Routine: Make schedules, assignment due dates, classroom practice, a matter of clearly communicated routine.

9. Direct Appeal to Values: Make use of students' values, likes, desires, priorities, to achieve course goals and objectives.

10. Removing Seductive Objects: Eliminate, or remove, distracting objects such as magazines, pictures, etc. from the learning situation that have no apparent use or value to the lesson.

11. Antiseptic Removal: Provide distracting activities or opportunities for students to leave their immediate areas if it appears they are entering or are engaged in a conflict or trouble situation.

12. Physical Restraint: Physically restrain a student who endangers the physical safety of himself or others.

In addition to the previously suggested methodology of Long, House also notes the following ten selected principles

for personal survival in the classroom:

1. Don't overreact or react without thinking further to potential student misbehavior that might result as a consequence.

2. Expect the unexpected and try to anticipate problems that might occur.

3. Don't lose your perspective or forget who you are and where you are.

4. Make your expectation clear to the students so that any misbehavior on their part is not due to misunderstanding.

5. Keep things organized enough so that students know what they are suppose to do.

6. Maintain physical proximity with students by moving around the room and keeping eye contact with as many students as possible.

7. Make students aware that you are in touch with what is going on in the classroom.

8. Deal with problems in the context in which they occur not only by considering what might have caused the disruption in each special case, but also by paying attention to the time of day, the time of year, and certainly where students have been before coming to your class.

9. Solve problems yourself whenever it is at all possible.

10. Work for variety in your teaching style and in the kinds of lessons, activities, and assignments that you provide for the students.

Marjorie Hipple's "Fifteen Humane Solutions" to classroom discipline problems are based upon four assumptions.[13]

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[13]Marjorie L. Hipple, "Classroom Discipline Problems? Fifteen Humane Solutions," Childhood Education, 54:4 (1978) 184.

She assumes:

1) that it is preferable to identify causation in child behavior rather than trying to treat the behavior in isolation.

2) that the use of positive or at least neutral techniques is more productive than the use of negative methods.

3) that versatility in approaches is more effective than reliance on any single technique.

4) that approaches that foster the development of self control and problem solving are more productive than those that rely on external control for immediate peace.

Hipple offers the following fifteen solutions as suggestions but not "prescriptive cure-alls" :

1. Accentuate the positive - suggest alternative behaviors.

2. Be a "model" model - behave in a polite and humane manner.

3. Spotlight behavioral consequences - discuss (privately) the consequential results of poor behavior.

4. Send "I" messages - provide 1) non-judgemental description of the problem, 2) describe its tangible effects on you, 3) describe your feelings about it.

5. Help children hurdle - provide just enough help to enable students to pass hurdles.

6. Instruct - teach students expected behaviors.

7. Limit Options - limit choices to a number that students can handle.

8. Divert behavior - change social environment of student if situation contributes to misbehavior.

9. Ignore behavior - ignore some misbehavior (not agressive behavior, it must be dealt with).

10. Reinforce appropriate behavior - knowing the effects of reinforcing techniques, reward appropriate behavior.

11. Reinforce adjacent behavior - without direct comparison, reward appropriate behavior of peers.

12. Cue behavior - provide non-verbal cues to initiate expected behaviors (condition).

13. Monitor behavior - provide physical, personal non-verbal communications (similar to #12).

14. Give a breather - remove students from provoking situations (non-punishment).

15. Restrain behavior - non-judgemental verbal restraint or neutral restraint (physically holding student in neutral position).

Lee Canter's approach to discipline is much more direct than are some of the other approaches cited.[14] Canter uses a method referred to as "assertive discipline." Assertive discipline is a process whereby the teacher merely states his or her needs and wants to students, with respect to what is expected of them, being willing and able to back up his/her words with appropriate actions without violating the interests of students. The process uses a consistent strategy of offering rewards for appropriate student behaviors and punishment for inappropriate behavior.

Canter cautions teachers from falling into the trap of being either non-assertive or hostile. The non-assertive teacher is one who fails to make his wants and needs clear,

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Lee Canter, "Discipline: You Can Do It," Instructor, 89 (September, 1979) 106-112.

is permissive, wishy washy, and is not prepared to back up his words. The hostile teacher is one who gets his needs and wants met through verbal and physical abuse, in violation of the best interests of his students.

Canter lists the following "competency skills" as necessary traits of an assertive teacher:

1) You must know at all times what you want your students to do ( in observable terms).

2) You must know how to systematically set limits when students do not behave properly (consistency is key - includes negative consequences in an ordinal sequence).

3) You must know how to systematically reinforce the appropriate behavior of students.

Canter's closing remarks, perhaps, exemplify his underlying message: "Don't ever forget, you are the BOSS in your room."

"Faceworking" is a technique used by Thomas Lasley.[15] The technique appears to be designed particularly for conflict management and prevention. "Face," as Lasley refers, is the way in which a person perceives himself. It includes his desired and actual self-perception, his ego, and the image he imagines others have of him. Lasley's approach emphasizes the preservation of one's self-image through a conscientious effort of others to help in the process of "saving face." His approach appears to be very much like the "I'm O.K., You're O.K." approach, and utilizes several techniques

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[15] Thomas J. Lasley, "Faceworking: Helping Students Save Face in the Classroom," The Clearing House, 53:1 (1979) 5-9.

which help defuse ego threatening situations.

Faceworking employs primarily three conflict mellowing techniques: Excusing, Humoring, and Ignoring.

Excusing is offering an excuse to someone else to use as an excuse for their misbehavior. This technique provides for an individual, who is potentially in an embarrassing situation, to back out gracefully.

Humoring is the act of responding to challenges with light humor. This technique helps to smooth over and defuse a potential conflict situation.

Ignoring is pretending not to notice someone's misbehavior. This technique attempts to reduce the attention given to outward act which could become more of a problem if attention were given to it.

Faceworking assumes the existence of an established rapport with students, and consistent behavior on the part of the teacher.

Robert Di Giulio offers several rules, or tenets as he calls them, which may serve as a preventative basis of disciplinary problems in the classroom.[16] The list includes:

1. Don't believe you have to like or love every kid in class. But being a loving, warm, accepting person is important.

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[16]Robert Di Giulio, "The Guaranteed Behavior Improvement Plan," Teacher, 95:8 (April, 1978) 22-26.

2. Don't feel guilty about your action. If you're not satisfied with your actions, change them.

3. First name basis with kids is a No! It condones ol' buddy attitude of kids.

4. You are a teacher - nothing else.

5. Don't blame behavioral problems on your sex - men aren't the best disciplinarians and women aren't the only ones who are loving, caring, etc.

6. Simple solutions to complex problems don't work. Be effective, honest, fair, strict and consistent.

7. Avoid face destruction. Don't tell kids to shut up.

8. Objectively watch others discipline, but develop your own style.

9. Don't nag.

10. Keep commands simple and succinct. Don't explain or justify .

11. Award loose or free time. Plan so that students are occupied.

12. Don't make mountains out of mole hills. Keep issues within respect to their actual perspectives.

13. Treat children as children, they are not miniature adults.

Finally, Simon Johnson offers a range of suggestions that touch upon both teacher and administrator action.[17] Based upon four identified causes of disciplinary problems, Johnson offered the following suggestions:

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[17]Simon O. Johnson, "Better Discipline for Middle School Students," The Clearing House, 53:2 (October, 1979), 86-89.

Cause 1: Disciplinary problems are caused by a lack of effective leadership.

Remedies:

1. The principal should organize the school in a manner:
   a. to minimize teacher frustration.
   b. that the division of responsibilities is made clear to everyone in the school, including students.
   c. that school objectives are clearly defined and responsibilities are delegated to quality people.

2. The principal should be a leader in staff development, initiate, with the teachers and other administrators, a process that identifies the strengths and weaknesses, develop plans to improve his/her staff's skills, assist in assessing the needs of teachers, initiate effective in-service activities.

3. Controversial terms should be defined; "discipline" should be defined in a functional manner relative to what is acceptable behavior in all situations. (Discipline is defined too widely by teachers)

Cause 2: Disciplinary problems are caused by poor teacher organization.

Remedies:

1. Classroom materials should be organized so that they can be found when needed.

2. Classes should start on time and end on time; papers should be returned in reasonable time.

3. Teachers should know what to do in unexpected events and not panic easily.

4. Short and long term objectives should be developed in order to provide a basis for immediate student feed-back.

5. Class rules and regulations should be made clear in order to provide a consistent, more secure classroom for students.

6. Teachers should pace themselves in order to maintain their physical strength throughout the day.

7. Class records should be systemized and easily interpretable.

8. Records, lesson plans, schedules should be posted or easily located by substitute teachers.

9. Course materials, hand-outs, etc, should be prepared before class.

10. Teachers should utilize other resource people in the class.

Effective organization will assist the teacher in developing a sense of humor and the know-how to ignore certain minor behavioral problems.

Cause 3: Disciplinary problems are caused by the teacher's lack of basic operational principles.

Remedies:

1. Sarcasm should never be used.

2. Do not yell or nag constantly.

3. Do not punish the entire group for the problems caused by a few.

4. When possible, avoid singling out students.

5. Avoid serious confrontations.

6. Do not embarrass students.

7. Praise students when they need it.

8. Be firm yet fair when enforcing rules.

9. Provide a place for students to air their gripes.

10. Refer to students by their first names or preferred nicknames.

Cause 4: Disciplinary problems are caused by teachers failing to recognize the characteristics of potentially disruptive students.

Remedies:

1. Teachers should become familiar with the following characteristics as possible signs of a potentially disruptive student:

   a. is insecure
   b. has a short attention span
   c. is quick to anger
   d. lacks motivation
   e. is frequently late
   f. has an abnormal fear of failure
   g. reads from two to four levels below the class
   h. tries to bully
   i. refuses to complete assignments
   j. refuses individual help from the teacher
   k. associates with students who are identified as discipline problems
   l. has little respect for his or her parents

The preceeding lists of techniques and strategies were only a token representation of the many schemes available. In spite of the diversities of some of the techniques mentioned, there appeared to be, at least, some similarity between each of them. In most cases, several isolated factors occurred repeatedly from list to list.

Support Needed by Teachers

In the questionnaire survey conducted for this study, teachers cited the following types of support they perceived as being needed from school administrations, parents, and universities, to assist them in providing better classroom discipline:

A. ADMINISTRATION

1. The school administration should be more supportive of individual teachers.

2. The school administration should become more familiar with the unique needs and operation of vocational education in order that they might:

    a. provide more realistic and appropriate budgets.

    b. provide more appropriate class sizes.

    c. provide higher curriculum priority to vocational education in relationship to other programs in the school.

3. The school administration should revise existing discipline codes for the purpose of:

    a. implementing stricter policies.

    b. adopting more consistent enforcement practices.

4. The school administration should bring greater pressure to bear on teachers whose personal behavior is inappropriate as a role model.

B. PARENTS

1. Parents should give more of their time, be more involved, and show more interest in their kids and their problems.

2. Parents should discipline their kids at home.

3. Parents should encourage their kids to appreciate school.

4. Parents should become more involved in parent associations (school committees) which should be more involved in dealing with student misbehavior.

C. UNIVERSITIES

1. The university should provide instruction in innovative methods of counseling students.

2. The university should provide instruction in how to motivate students.

3. The university should provide instruction in behavior management.

4. The university should provide instruction in, or recommendations on, how to manage conflict situations.

Summary

Data presented in this part of the report were used to draw limited conclusions about disciplinary problems, what they are, their nature, their scope, and their various remedies. What is to follow is an abstraction of what was presented here in a somewhat concrete manner, molded into a theoretical model.

## PART III

## DATA ANALYSIS, CONCLUSIONS, AND A RECOMMENDED MODEL

This part of the report is divided into three sections. The first, Data Analysis, includes a presentation of the extracted principles that underlie each of the various resources searched and surveyed, and includes a statistical presentation of the comparison between a selected population and the sample surveyed. The second, Conclusions, summarizes the significant factors gleaned from data analysis. And the third, A Recommended Model, organizes the significant factors drawn in the conclusion into a structural framework.

### Data Analysis

#### Comparison of Secondary Vocational Teachers to Experts.

The rank-order of Ward's one hundred and thirty-three factors, rated by one hundred and thirty experts from across the U.S., were used to test whether or not the sample used in this study could be considered similar in thought to Ward's sample, or in other words, if the two samples could be considered as being from the same population.

This was done by:1) having this study's sample rate

each of Ward's top thirty-six factors (without having previous knowledge of how the factors were rated by the experts, or ranked by Ward), 2) re-ranking the factors according to their new rates, and 3) comparing the significant differences of rank-order between the two groups.

The use of this particular procedure was predicated upon the theory that if there was no significant difference between the rank orders of Ward's sample and this study's sample, then one might conclude that both samples were of the same population.

The ratings and rank order of factors generated by teachers are listed in Table 6.

The rank orders listed by Ward were renumbered to correspond with the positions each factor held or shared, as was done with the factors in this analysis.

Data in Table 7 show the relative ranking of factors resulting from the rates given to each by Ward's experts and the rates given by the secondary teachers.

A Kendall test of rank corr[illegible]ion was conducted of data listed in Table 7, and [illegible] the following results. Kendall's rank correlatio[illegible]nt equalled a tau factor of 0.451. The stand[illegible]ation between rank ordered factors was 0.117. And, the resulting Z-value, used to test significance, was 3.870.

TABLE 6

IMPORTANCE RANKING
OF
MOTIVATIONAL AND DISCIPLINE FACTORS
BY VOCATIONAL TEACHERS

| RANK | FACTOR | AVERAGE RATING |
|---|---|---|
| 1 | Be honest with students in all circumstances. | 1.11 |
| 2 | Be consistent and fair in grading, discipline, and work assignments. | 1.14 |
| 3 | Start off firm stressing neatness, safety, and general discipline. Be consistent. | 1.17 |
| 4 | The teacher should be responsible for his own discipline. | 1.24 |
| 5 | Always have the class organized and the lesson ready before you step into the room. | 1.33 |
| 6.5 | Have basic rules and impress the students with the necessity for obeying rules in business and industry. | 1.34 |
| 6.5 | Set-up teaching objectives which exercise students' thinking, reasoning, judgement, and creativity abilities and potential. | 1.34 |
| 8 | You must believe in the importance of each lesson you teach. | 1.35 |
| 9 | Always tell students the purpose of lesson. | 1.37 |
| 10 | Set examples by displaying the traits you expect students to achieve. | 1.38 |
| 11 | Establish a positive, success based environment rather than a negative failure one. | 1.39 |
| 13 | Provide the students with objectives which reveal what is expected of them in the course or program. | 1.47 |
| 13 | Approach all class activities with a positive attitude and show enthusiasm. | 1.47 |
| 13 | Follow same rules expected of students. | 1.47 |
| 15 | Keep students working at meaningful activities, no busy work. | 1.50 |

TABLE 6 (Continued)

| RANK | FACTOR | AVERAGE RATING |
|---|---|---|
| 16.5 | Make your expectations clear to students, do not threaten... follow through on expectations. | 1.54 |
| 16.5 | Keep up to date on teaching techniques and technical changes by participation in workshops, seminars, and conferences. | 1.54 |
| 18 | Plan courses for students' success, not ease of teaching. | 1.55 |
| 19 | Do not bluff your students. | 1.56 |
| 20 | Show concern for the student by having a sincere interest in his future. | 1.57 |
| 21 | Demonstrate, by your enthusiasm, that the successful person is one who enjoys his work. | 1.64 |
| 22 | Time instruction so it is meaningful and relevant. | 1.65 |
| 23 | Challenge the students to meet industrial work standards. | 1.69 |
| 25 | Be friendly, fair, firm, and fun with all students. | 1.79 |
| 25 | Improve the students' self-concepts by giving them as much responsibility as possible. | 1.79 |
| 25 | Do not destroy the respect for certain job activities such as maintenance, by using them as punishment. | 1.79 |
| 27.5 | Use problem solving methods of teaching. | 1.82 |
| 27.5 | Have industry people speak early in the term on their expectations of employees. | 1.82 |
| 29 | The more you treat the students as grown-ups, the more they will act like grown-ups. | 1.83 |
| 30 | Reveal in writing on the first day of class how grades are to be determined. | 1.94 |
| 31 | Conduct a program overview at the beginning so people will know the scope. | 1.97 |

TABLE 6 (Continued)

| RANK | FACTOR | AVERAGE RATING |
|---|---|---|
| 32 | Teach the students how to apply for jobs and assist seniors in setting up interviews. | 2.03 |
| 33 | Have former students, who are successful, speak to class. | 2.15 |
| 34 | Have resource people discuss new and emerging jobs and training that might be required. | 2.21 |
| 35 | Use advisory committees in program planning. | 2.35 |
| 36 | Keep a current list of job openings posted in strategic locations. | 2.47 |

TABLE 7

IMPORTANCE RANKING
OF
MOTIVATIONAL AND DISCIPLINE FACTORS

| EXPERTS' RANK ORDER | FACTOR | TEACHERS' RANK ORDER |
|---|---|---|
| 1 | Be consistent and fair in grading, discipline, and work assignments | 2 |
| 2 | Be honest with students in all circumstances. | 1 |
| 3 | Follow the same rules you expect the students to follow. | 13 |
| 4 | Set the examples by displaying the traits you expect the students to achieve. | 10 |
| 5 | Approach all class activities with a positive attitude and show enthusiasm. | 13 |
| 6 | The teacher should be responsible for his own discipline. | 4 |
| 7 | Establish a positive, success based environment rather than a negative failure one. | 11 |
| 8.5 | You must believe in the importance of each lesson you teach. | 8 |
| 8.5 | Plan courses for student success not ease of teaching. | 18 |
| 10 | Demonstrate, by your enthusiasm, that the successful person is the one who enjoys their work. | 21 |
| 11 | Show concern for the student by having a sincere interest in his future. | 20 |
| 12 | Always have the class organized and the lesson ready before your step into the room. | 5 |
| 13 | Make your expectations clear to students, do not threaten...follow through on expectations. | 16.5 |
| 14 | Do not bluff your students. | 19 |
| 15 | Keep students working at meaningful activities, no busy work. | 15 |

TABLE 7 (Continued)

| EXPERTS' RANK ORDER | FACTOR | TEACHERS' RANK ORDER |
|---|---|---|
| 16 | Always tell students the purpose of lesson. | 9 |
| 17 | Time instruction so it is meaningful and relevant. | 22 |
| 18 | Be friendly, fair, firm, and fun with all students. | 25 |
| 19 | Keep up-to-date on teaching techniques and technical changes by participation in workshops, seminars, and conferences. | 16.5 |
| 20 | Provide the students with objectives which reveal what is expected of them in the course or program. | 13 |
| 21 | Improve the students' self concepts by giving them as much responsibility as possible. | 25 |
| 22 | Have resource people discuss new and emerging jobs and training that might be required. | 34 |
| 23 | Set-up teaching objectives which exercise students' thinking, reasoning, judgement, and creativity abilities and potential. | 6.5 |
| 24.5 | The more you treat the students as grown-ups, the more they will act like grown-ups. | 29 |
| 24.5 | Teach the students how to apply for jobs and assist seniors in setting-up interviews. | 32 |
| 26 | Reveal in writing on the first day of class how grades are to be determined. | 30 |
| 27 | Use problem solving methods of teaching. | 27.5 |
| 28 | Have former students, who are successful, speak to the class. | 33 |
| 29 | Keep a current list of job openings posted in strategic locations. | 36 |
| 30 | Do not destroy the respect for certain job activities such as maintenance, by using them as punishment. | 25 |

TABLE 7 (Continued)

| EXPERTS' RANK ORDER | FACTOR | TEACHERS' RANK ORDER |
|---|---|---|
| 32 | Challenge the students to meet industrial work standards. | 23 |
| 32 | Have industry people speak early in the term on their expectations of employees. | 27.5 |
| 32 | Start off firm stressing neatness, safety, and general discipline. Be consistent. | 3 |
| 34 | Use advisory committees in program planning. | 35 |
| 35 | Conduct a program overview at the beginning so people will know the scope. | 31 |
| 36 | Have basic rules and impress the students with the necessity for obeying rules in business and industry. | 6.5 |

As indicated, there was no probability that the two sample groups were of the same population.

Principles Underlying Discipline Strategies and Techniques. The basic principles underlying the various techniques, strategies and remedies used in disciplinary problem resolution evolve from several educational, psychological, and sociological approaches.

Behavior modification appears to be a major approach used by many disciplinarians. Conditioning of desired behaviors using reinforcements of rewards and punishment

occur frequently in the list of techniques cited.

Other forms of operant-conditioning, less organized than the behavior modification technique, also appear to be a prominent principle of techniques used.

Many approaches emphasized principles associated with interpersonal dynamics, rather than large group dynamics. Some strategies inferred or vaguely described in this area included "stroking", Rogerian approach, the I'm O.K., You're O.K. approach, and elements of humanistic education. Yet in contrast, other forms of interpersonal dynamics, less humanistic in approach and sometimes quite "traditional," were also emphasized.

Some sociological principles were also prevalent, such as the use of group pressure as a change agent. The emphasis placed on using peer group dynamics as a standard for behavior accentuates this point.

The importance of verbal and non-verbal communications was highlighted in almost all resources searched or surveyed. Having expertise in this area appeared to be an underlying principle of all techniques cited.

Principles of "values clarification" were often inferred, but were not overtly emphasized. Numerous suggestions to utilize the values of students to accomplish classroom goals seemed to exemplify this factor most often.

And finally, the importance of having expertise in lesson organization and planning, and in having a flexibility in the use of various teaching techniques reoccurred repeatedly as an underlying theme.

## Conclusions

The research questions and the hypothesis that directed this study are answered, or responded to, in the following section.

1) What specific problems do vocational teachers, in Quebec Anglophone secondary schools, have in common with respect to classroom discipline?

Conclusion:

On the basis of responses provided by teachers about their perceived problems, the causes noted, the kinds of problems and associated solutions identified in the literature which are similar, and the kinds of support teachers desire from others, the specific problems appear to be that:

a. teachers lack or have an inadequate level of skill in motivating techniques.

b. teachers lack or have an inadequate level of skill in conflict resolution and behavior management.

c. teachers lack or have an inadequate level of skill in lesson planning and have limited ability in teaching techniques.

d. teachers are vague about their disciplining rights in the classroom, about options of recourse that are reliable, about their status in the school hierarchy as a vocational teacher, and consequently feel unsupported, frustrated, and defeated as a result.

2) What factors do vocational teachers feel cause disciplinary problems in the classroom?

Conclusion:

Based only on an interpretation of the responses of teachers participating in the survey, teachers feel the cause of disciplinary problems are that:

a. teachers lack in teaching skills and attitudes related specifically to student management.

b. teachers are ill or unprepared for their classes.

c. students are not motivated to accomplish goals or objectives set by their teachers, and often direct their energy to other activities.

d. students have personal problems that either interfere or make it impossible to accomplish school work.

e. Influential sources outside of the school do not provide enough support by emphasizing to students the importance of school and/or the student's course of study.

f. physical conditions in the classroom are not condusive to optimum classroom discipline.

3) What specific kinds of support do vocational teachers expect or desire from the university, school administration, and parents in helping to rectify discipline problems?

Conclusion:

Based only on the responses of teachers participating in the survey, vocational teachers desire the following kinds of support:

a. that school administrations:

1. be more supportive of individual teachers.
2. respond more appropriately to the unique needs of vocational education by providing budgets that reflect the added costs

of operating vocational subjects, reducing class sizes to more appropriately reflect the special considerations required of running a shop-related subject.
3. give vocational education curriculum equal status and the importance given to academic areas.
4. revise existing discipline policies so that they are strict enough, fair, and consistent to all involved.

b. that parents:

1. show more interest in their children and help eliminate personal problems brought to school by students.
2. encourage their children to appreciate school.
3. become personally involved in helping to eliminate student behavior problems in the school.

c. that universities provide instruction in:

1. innovative methods in in-class student counseling.
2. techniques in motivating students.
3. techniques in behavior management.
4. conflict management and resolution.

4) What are the basic psychological or sociological principles underlying discipline strategies that have been attempted or teated by others?

Conclusion:

Based only on data gleaned from the literature, elements of the following procedures appear to be the underlying principles of the various remedies identified:

a. behavior modification (conditioning)

b. operant-conditioning with less structure than behavior modification

c. Interpersonal dynamics

d. group dynamics

e. verbal and non-verbal communications

f. "values clarification"

5) What types of teacher skills and traits are felt necessary or important for providing good discipline?

Conclusion:

Based on data gleaned in the literature:

a. Personal traits - there appears to be no set of significant or valid personal traits that would be considered necessary. Evidence shows that individuals with opposing traits attest to being able to discipline students.

b. Teaching skills - several lists of skills are identified as useful or advised skills; but the overwhelming concensus of most sources feel that having lesson organization and planning skill, and having a flexibility in the use of various teaching techniques are essential.

Other Conslusions:

1. The university should not offer seminars, workshops, or other forms of instruction on "Disciplinary Techniques," but rather, on techniques of related problem areas such as, motivating techniques, conflict resolution, behavior management, lesson planning, etc.

2. Teachers have difficulty narrowing down their own problems of discipline to terms that make it clear as to what is the actual problem, and thus, should have their problems objectively diagnosed prior to seeking solutions.

3. Secondary teachers surveyed in this study and individuals who qualify as experts (either by definition based on Ward's study or on the basis of the assumption that authors, researchers and others who write about disciplining techniques, are also experts and come from the same population) are unalike and come from different populations.

Recommended Model

The model presented here is concerned only with the teacher and his personal development of effective disciplining skills. It does not emphasize or address strategies for student, parent, or administrator change.

The model, or proposed plan, has four critical components. The plan calls for: 1) an objective classroo monitor, referred to in the model as a "Diagnostic/Monitor/Adviser/Liaison" person, or DMAL person, 2) a process referred to as "Monitoring," 3) the establishment of specific in-service training sessions, called "Seminars", and 4) a trained individual, or group of individuals, with expertise in a designated area, labelled "Follow-up Specialist."

The DMAL person is considered the key operative in the plan. He, or she, or they, are the individuals who are to initially work with the teacher in the classroom. Their proposed duties include:

1. Diagnosing the true problems of discipline in a classroom by examining teacher-student relationships, communication patterns, methods used in conflict resolution, teacher and student attitudes, the variety of teaching techniques used, etc.

2. Monitoring classroom activities for the period of time necessary to determine routines, consistencies in the teacher's behavior, and conditions that should be changed by the school administration that affect classroom discipline.

3. Advising the teacher, as a result of the diagnosis, as to what seminars he should participate, and to help remedy his discipline problem; providing advice about alternatives the teacher might turn to for additional help, and advising the teacher about his rights to discipline and his professional limits.

4. Acts as a liaison between the teacher and the administration, as a buffer so to speak, an aid to the teacher to maintain a non-threatening atmosphere with the school administration during the treatment period.

The DMAL person must maintain an objective and non-threatening image at all times; and should, therefore, be a non-employee of the school (school board). He is not an evaluator, and should assure teachers of his real responsibilities. Trust is essential in the perceived relationship of the teacher and DMAL person. It is recommended that individuals such as private consultants, university personnel, or even teacher endorsed para-professionals, or part-time personnel be trained and used in this position.

Monitoring is seen as an organized and strategic process. It implies careful planning on the part of the DMAL person, and requires an organized tallying scheme. Through this process, the DMAL person records both characteristics of a potential discipline problem, and patterns of routine and consistent behaviors. From these data, a prescription is to be written for the kind of treatment the teacher will receive. Consequently, this process is considered critical.

In-service seminars are perceived as the primary treatment. Based on data gathered in this study, seminars should be initially pre-planned in the areas of: 1) motivating techniques, 2) conflict resolution, 3) behavior management, 4) lesson organization and planning, 5) techniques of behavior modification, 6) interpersonal dynamics, 7) group dynamics, 8) operant-conditioning, 9) techniques of verbal and non-verbal communications, and 10) values clarification.

Seminars should be scheduled on a rotational basis, and made available to teachers during pedagogical days, week ends, and other available times. They can be held in local schools, universities, colleges, and cegeps.

It is intended, as a part of the plan, that teachers attend only those seminars that are prescribed. And, that no seminar be designed or offered specifically for "discipline." As noted in the study,"discipline" is too broadly and vaguely defined as a concept, and would thus, be too broadly and vaguely defined as the basis of a seminar.

It is perceived that a team of individuals, people from universities, local school boards, consulting firms, publishing companies, and so on, could serve as seminar presenters. And, a small committee or consortium,representing a given geographical area, could serve to coordinate seminar activities.

Secondary treatment is to be provided by a Follow-up Specialist. A Follow-up Specialist is someone who has expertise in one or more of various techniques taught in the seminars, and who visits seminar participants in their classroom settings. He, or she, is to be responsible for observing teachers use the techniques, and providing feedback and advice relative to their performance. The Follow-up specialist can be a member of the school staff who has related expertise, or it can be someone from outside of the school system who functions as a Follow-up specialist as a special service.

A minimum of two visits are to be made by the Follow-up specialist. And, in order to provide encouragement to teachers to utilize techniques while they are still fresh in their minds, the first visit should be scheduled just a short period following the seminar. The second visit should be scheduled as the specialist sees necessary. If more than two visits are required, then the teacher and specialist would make appropriate arrangements.

The proposed plan would operate as follows:

Step 1 - A DMAL person would be contacted directly by the teacher seeking assistance and scheduled for a monitoring sequence.

Step 2 - The DMAL person would report to the teacher's classroom, and monitor activities. At that time, the teaching situation would be examined, the problem diagnosed, and the teacher provided with a "seminar" prescription.

Step 3 - The teacher would then enroll in the prescribed seminar, or seminars, attending only the seminar(s) related to his unique problem.

Step 4 - The teacher would return to his teaching situation, and put to practice the skills learned at the seminar.

Step 5 - Shortly after the seminar, a Follow-up specialist will visit the teacher in his classroom situation. At that time, the specialist will provide feedback related to the teacher's use of the technique. A subsequent visit will be arrange at this time.

Step 6 - After the follow-up session, the teacher will continue to practice techniques as advised by the specialist.

Step 7 - The Follow-up specialist will make his second visit. If more visits are necessary, more will be scheduled at this time.

The entire process should be coordinated from one central location, and should be perceived as a task of immense responsibility. The initiation of such an endeavor will require committment on the parts of both those responsible for its operation, and those receiving treatment from the process. Consequently, an extensive planning and recruiting effort will be required at the out-set.

A plan like this has costs. The cost of seminars, DMAL service fees, and possibly Follow-up fees, depending on who performed the follow-up, could make this plan a bit more expensive than some.

However, finances are usually available for some of the services mentioned. But, the cost of DMAL services would likely be the one single cost that makes this proposal more expensive than most in-service activities. However, grants available to public schools for professional development, research and development grants available to universities, and nominal amounts that could be charged to participants, could off-set these additional costs.

In conclusion, this model is just one, of many possibilities. And, like other "cookbook remedies" it has its shortcomings. Nevertheless, the resources from which concepts were pulled, and ideas were generated, offered advice based on successful experiences and the pitfalls of recognized failures. They offered advice based on scientific research, theories, and concrete examples. Perhaps in the future, some other researcher will learn from the mistakes and success of this research.

## Recommendations

It is recommended:

1. that the model, presented in this study, be tested for feasibility of operation.
2. that an organized and formalized plan be developed to diagnose discipline problems in a classroom situation.
3. that one day, two day, and three day seminars be developed in the areas of: 1) motivating techniques, 2) conflict resolution and management, 3) behavior management,and 4) lesson organization and planning.

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# APPENDICES

*McGill University*
*Division of Vocational Teacher Education*

## SURVEY OF DISCIPLINE PROBLEMS IN SECONDARY SCHOOL VOCATIONAL CLASSROOMS

*Purpose*

The purpose of this questionnaire is to identify some of the noteworthy student behavioral problems that exist in vocational classrooms, and to rate several factors already identified as important in maintaining a well disciplined classroom.

*Directions*

Please answer the following questions in the most candid manner possible. Part I is to be answered in short answer or listing form, and Part II is to be answered by circling the preferred response.

Your responses will be kept in the strictest of confidence and your name will in no way be associated or identified with your response. Your cooperation will be highly appreciated.

### PART I - NOTEWORTHY DISCIPLINE PROBLEMS

1. What types of student behavioral problems do you find most common in the classroom?

2. What circumstances or conditions do you feel contribute most to student behavior problems in the classroom?

(Over)

3. What do you feel is the major discipline problem or problems experienced by <u>vocational teachers</u> in your school?

4. What do you feel is the major discipline problem or problems experienced by <u>academic teachers</u> in your school?

5. What kind of support or assistance do you feel the school administration, parents, and or the university could provide to teachers to help resolve student behavior problems in the classroom?

(Please go to Part II)

PART II - IMPORTANT FACTORS IN MAINTAINING POSITIVE CLASSROOM DISCIPLINE AND MOTIVATION

In a survey conducted at Kansas State University at Pittsburg, the following thirty-six factors were identified as important in maintaining classroom discipline and motivation. Please rate each of them as you feel their level of importance contributes to discipline and motivation in your classroom.

| | Most Important | Important | Less Important |
|---|---|---|---|
| 1. Always tell students the purpose of lesson. | 1 | 2 | 3 |
| 2. Have resource people discuss new and emerging jobs and training that might be required. | 1 | 2 | 3 |
| 3. Set-up teaching objectives which exercise students' thinking, reasoning, judgement, and creativity abilities and potential. | 1 | 2 | 3 |
| 4. Have former students, who are successful, speak to class. | 1 | 2 | 3 |
| 5. Challenge the students to meet industrial work standards. | 1 | 2 | 3 |
| 6. Have industry people speak early in the term on their expectations of employees. | 1 | 2 | 3 |
| 7. The teacher should be responsible for his own discipline. | 1 | 2 | 3 |
| 8. Keep students working at meaningful activities, no busy work. | 1 | 2 | 3 |
| 9. The more you treat the studnets as grown-ups, the more they will act like grown-ups. | 1 | 2 | 3 |
| 10. Start off firm stressing neatness, safety, and general discipline. Be consistent. | 1 | 2 | 3 |
| 11. Have basic rules and impress the students with the necessity for obeying rules in business and industry. | 1 | 2 | 3 |
| 12. Be consistent and fair in grading, discipline, and work assignments. | 1 | 2 | 3 |
| 13. Be honest with students in all circumstances. | 1 | 2 | 3 |
| 14. Show concern for the student by having a sincere interest in his future. | 1 | 2 | 3 |
| 15. Make your expectations clear to students, do not threaten...follow through on expectations. | 1 | 2 | 3 |

(Over)

| | Most Important | Important | Less Important |
|---|---|---|---|
| 16. Do not bluff your students. | 1 | 2 | 3 |
| 17. Be friendly, fair, firm, and fun with all students. | 1 | 2 | 3 |
| 18. Always have the class organized and the lesson ready before you step into the room. | 1 | 2 | 3 |
| 19. Time instruction so it is meaningful and relevant. | 1 | 2 | 3 |
| 20. Provide the students with objectives which reveal what is expected of them in the course or program. | 1 | 2 | 3 |
| 21. Reveal in writing on the first day of class how grades are to be determined. | 1 | 2 | 3 |
| 22. Use problem solving methods of teaching. | 1 | 2 | 3 |
| 23. Conduct a program overview at the beginning so people will know the scope. | 1 | 2 | 3 |
| 24. Approach all class activities with a positive attitude and show enthusiasm. | 1 | 2 | 3 |
| 25. Establish a positive, success based environment rather than a negative failure one. | 1 | 2 | 3 |
| 26. Demonstrate, by your enthusiasm, that the successful person is the one who enjoys his work. | 1 | 2 | 3 |
| 27. Improve the students' self-concepts by giving them as much responsibility as possible | 1 | 2 | 3 |
| 28. Do not destroy the respect for certain job activities such as maintenance, by using them as punishment. | 1 | 2 | 3 |
| 29. Plan courses for students' success, not ease of teaching. | 1 | 2 | 3 |
| 30. Use advisory committees in program planning. | 1 | 2 | 3 |
| 31. Keep a current list of job openings posted in strategic locations. | 1 | 2 | 3 |
| 32. Follow same rules expected of students. | 1 | 2 | 3 |
| 33. Set examples by displaying the traits you expect students to achieve. | 1 | 2 | 3 |
| 34. You must believe in the importance of each lesson you teach. | 1 | 2 | 3 |

*(Continued)*

| | Most Important | Important | Less Important |
|---|---|---|---|
| 35. Keep up to date on teaching techniques and technical changes by participation in workshops, seminars, and conferences | 1 | 2 | 3 |
| 36. Teach the students how to apply for jobs and assist seniors in setting-up interviews. | 1 | 2 | 3 |

PERSONAL INFORMATION

(Please circle one in each category)

Teaching Area:

1. *Trade/Technical* 2. *Business Ed.* 3. *Home Economics Related*

Years of Teaching Experience:

*2 or less* *3-10* *11 or over*

Years of Business or Industrial Experience:

*2 or less* *3-10* *11 or over*

Academic Credentials Held:

*Vocational Teacher Certification only*

*Plus B.Ed/ B.S./ B.A.*

*Plus M.S./ M.A.*

*Plus Ph.D/ Ed.D*

*Other, please specify:*_____

Average Number of Students in Classes Taught:

*5 or less* *6-15* *16-25* *26 or over*

Sex:

*Male* *Female*

Age Group:

*21 or less*

*22 - 29*

*30 - 40*

*41 - 55*

*56 or over*

Thank you for your cooperation.

McGill University

Faculty of Graduate Studies and Research
Dawson Hall

CERTIFICATION OF ETHICAL ACCEPTABILITY FOR RESEARCH INVOLVING HUMAN SUBJECTS

A review committee consisting of:

| Name | Field of Research |
|---|---|
| A.D.W. Ashwood | Counsellor Education |
| Jacques F. Bilan | Education in L2 |
| [illegible] | Curriculum |
| David C. Smith | Social Science Education |
| | |
| | |

has examined the application for funds in support of a project titled:

Student Behavior Management/Discipline Model for Vocational Teachers

As proposed by Gregory Patton (Applicant) to (Granting agency, if any)

and consider the experimental procedures, as outlined by the applicant, to be acceptable on ethical grounds for research involving human subjects.

April 22, 1980. — Date

David C. Smith — Director of Graduate Studies in Education

Ethical review committees are to be convened by the Head of the Department, or Administrative Unit, in which the proposed research is to be done and are to consist of a representative appointed by the Dean, two individuals knowledgeable in the field of the proposed research but not associated with the proposed project and preferably not from the department in which the project is to be carried out, and one or more individuals who would represent a general point of view. The applicant should not serve on the Committee nor should he sign on behalf of the department or the faculty.

Postal address: 853 Sherbrooke Street West, Montreal, PQ, Canada H3A 2T6